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ABSTRACT

This booklet describes eight University of Washington teacher education projects in operation during the 1969-70 school year to develop and test various performance-based, field-experience approaches and a management system in which the university and cooperating school districts provided for released time for selected school personnel to serve as mid-managers. The eight programs described are 1) the Federal Way Project, a 1-year, field-centered program to retrain junior high teachers; 2) the Garfield Program, a 1-year internship to recruit and prepare teachers for a Seattle high school; 3) the M-Step Program in which Seattle schools prehire 30 university sophomores who are in continuous school and community contact for seven consecutive quarters; 4) the Northshore Project, a performance-based, field-centered junior and senior year program to prepare elementary and secondary teachers; 5) the Renton Professional Work-Study Program based on a 2-year, half-time internship for juniors and seniors; 6) the Shoreline Project, a 1-year, individualized performance-based graduate intern program developed and implemented by local school personnel in consultation with the university to recruit and prepare teachers for a new middle school; 7) the Teacher Corps program, a graduate internship for elementary and junior high teachers; and 8) the Tri-University Project in Elementary Education, a 1-year preservice program operated entirely within the school setting. [Not available in hardcopy due to reduced size of print.] (JS)

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New Directions in Teacher Education

COLLEGE OF EDUCATION
UNIVERSITY OF WASHINGTON

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February 1, 1970

This booklet contains information about program developments in teacher education in the College of Education. These programs exemplify our belief that teacher education should be an open system which provides alternate ways for accommodating a range of student needs, interests, and backgrounds.

The programs described are those which have been operating during 1969-1970 and thus become forerunners for other new programs for 1970-1971.

Additional and specific information may be obtained from the Program Directors listed in the booklet.

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INTRODUCTION

A major thrust in program development for teacher education is underway. The Dean's Task Force on Teacher Education, consisting of faculty and student representatives, has recommended priorities for program development as well as a system to facilitate proposals for change. These recommendations reflect new directions suggested from numerous sources including teacher education models developed under the auspices of the U.S. Office of Education; the proposed *Standards for Preparation of School Professional Personnel Leading to Certification, Fourth Draft,* published by the Office of the Washington State Superintendent of Public Instruction; inputs resulting from group hearings with student, faculty, field, and community representatives; and from observations of current innovative programs sponsored by the College of Education.

In essence new programs will be expected to include provisions that are characteristic *of a professional program of study.* These include (1) an admissions program based on well-defined criteria; (2) a predetermined enrollment geared to available collegiate human and physical resources; (3) a specified time module to which the student commits himself on a full-time basis; (4) a multiple-track system to accommodate persons with diverse backgrounds and to prepare persons for differentiated roles and conditions; (5) a performance-based, field centered approach that provides for the integration of theory and practice;and (6) a close working relationship between the University and the field in the design, conduct, and evaluation of the enterprise.

Currently, ten percent of the students in the College of Education are enrolled in innovative teacher education projects. These special programs represent an effort to develop and test various conditions inherent in performance-based approaches that provide for continuous field experiences throughout the academic year. The programs are also testing the feasibility of a management system in which the University and cooperating school districts provide for released time for selected school personnel to serve as mid-managers.

Different approaches are included in the overall thrust in program development:

> The feasibility testing of a performance-based intern program developed and implemented by local school district personnel in consultation with the University.
>
> The development and field-testing of performance tasks, knowledge, attitudes, and skills applicable to teaching in a nigh school in the Central Area Schools.
>
> The feasibility testing of a field-centered, two-year program based on prehiring and training interns for specific teaching assignments within the cooperating school district.

The development and field-testing of performance objectives, tasks, and criteria related to the curriculum areas taught in the public schools.

The development and field-testing of performance tasks, knowledge, attitudes, and skills applicable to specific educational settings in elementary and junior high schools in the Central Area Schools.

The development and field-testing of individualized performance standards and the training of school personnel as Clinical Associates in the Instruction and Supervision of interns.

The development of a progression of teaching tasks in a systematic, continuous field experience provided by a paid, half-time internship for a two-year period.

FEDERAL WAY PROJECT

The College of Education is cooperating with the Federal Way School District in an experimental program of teacher education funded under an EPDA Grant, Part D. The plan involves the re-training of junior high school teachers to new and improved ways of meeting the social, emotional, and academic needs of children and the preparation of six selected community members holding a baccalaureate degree to the initial level of teacher certification. The program is totally field centered.

The teacher certification portion of the program involves the interns in selected aspects of the summer 1969 workshop designed for the experienced teachers. This is followed by "in-depth" participation experience during September and a subsequent two-quarter block of time involvement in professional preparation. During the fall quarter the interns study learning, evaluation, and teaching strategies prepared in such a fashion that they can pursue the study individually with conferences as needed. The material is organized around specific tasks to be mastered with a suitable level of competence to be demonstrated. The interns demonstrate over-all teaching competence at the beginning level during the winter quarter. During the spring quarter the interns are granted temporary certification. Evaluation of competence continues in the spring with higher levels of expectation.

Admission to the program is cooperatively determined. The interns are recruited from the local area by Federal Way personnel; adequacy of academic preparation is evaluated by University staff. Final selection is made by District personnel based on all available data including personal interviews.

All who complete the program are granted Provisional Certificates at the conclusion of the spring quarter.

GARFIELD PROGRAM

This program, cooperatively administered by the University and the Seattle School District, is specifically designed to recruit and prepare teachers for Garfield High School in the central area of Seattle.

Enrollment is currently limited to twelve students. Applicants are expected to have completed baccalaureate degrees with academic majors suitable for secondary school teaching. In addition, each applicant shall have demonstrated an interest in the youth of the central area and a deep seated, sincere desire to assist them. Final selection is made by a screening committee.

The professional preparation program begins in September and ends the following March. In September the intern becomes acquainted with the school, staff, students, curriculum, and community. During

September a further evaluation of the intern is made. The entire professional sequence is field centered, and all preparation is specifically geared to Garfield High School. The learning and evaluation background is obtained through individualized study and the utilization of programmed materials. Experience is given in teaching strategies, and a Black Studies sequence is offered centering on black history and culture.

The team leaders work full-time with the interns together with the half-time field director.

Classroom participation is continuous. During the winter quarter each intern's teaching competence is assessed. Provided the necessary level of competence has been demonstrated, the interns are temporarily certified during the spring quarter. Regular certification is granted at the close of the school year.

M-STEP PROGRAM

The Seattle Schools-University of Washington plan was formulated during 1966-1967 by an *ad hoc* committee composed of College and School District personnel assisted by the state M-STEP Coordinator, Dr. William H. Drummond.

The basic assumptions used in the formulation were: (1) That a group of University students in the initial stages (sophomore level) of their degree and certification programs could be more efficiently, effectively, and purposefully prepared for their ultimate goal if specific teaching assignments were made known at the start of professional preparation; (2) That it is both feasible and desirable for the University of Washington and the Seattle School District to explore jointly the ways and means of presenting and funding Provisional and Standard certification programs as well as inservice programs designed specifically to prepare teachers for the Seattle schools; (3) That through the development and execution of a continuous program of evaluation the ways and means of determining the strengths, the weaknesses, and the ultimate value of such a program can be ascertained; (4) That a reversal of the "normal" approach to teacher education be attempted. Specifically, that the preparation be highly explicit during the pre-certification period followed by generalization during the "fifth" year (Standard Certificate).

From these basic considerations was developed the specific operational plan:

1. Seattle Schools prehire approximately thirty University sophomores.

2. Students are in continuous school and community contact for seven consecutive quarters.

3. Three clusters of three elementary schools are identified. Trainees are assigned to a specific cluster and a school within a cluster. Primary contact is with the assigned school, but there is some contact with the other two schools. Upon certification the trainee is assigned, if possible, to the school where he or she has been functioning, but in any event receives an assignment within the cluster.

4. Classes in pedagogy are developed specifically for M-STEP students. Content reflects the philosophy of the Seattle Schools and instruction is developed cooperatively.

5. A research design will be developed to ascertain strengths and weaknesses of the experimental approach.

6. Students in the experimental program are granted temporary certification during the spring, so they can function as beginning teachers prior to assuming full teaching status the following September.

During September and October, 1967, Seattle School personnel interviewed one hundred and ten sophomores who indicated an interest in the project from a total of one hundred and eighty-two sophomores who had been identified. From the group interviewed, seventy-five were selected as meeting the prehiring qualifications established by the Personnel Division of the Seattle Schools. A random selection followed with thirty-eight students entering the experimental program and twenty-three the control group. During the period from interview to selection, fourteen students decided against participation.

The preservice component of the program terminates in June, 1970, with approximately fifteen students completing requirements.

Those students who elect to teach in the Seattle School District constitute an experimental "fifth year" group for purposes of evaluation as well as programming for the Standard Certificate.

The M-STEP program is intended as a one-cycle operation and no additional enrollment is planned.

NORTHSHORE PROJECT

The project, now in its third year, is a performance-based, field-centered program for the preparation of elementary and secondary teachers. Seminars based on performance objectives replace traditional courses in professional education. Continuous field experiences provide for the evaluation of students' efforts to perform teaching tasks introduced in the seminars. The project is administered by a steering committee of University and Northshore School District representatives. Performance objectives, tasks, and evaluative criteria are assessed for relevance by instructors, supervisors, and students. The present goal is to develop a set of performance tasks critical to effective teaching in the various curricular areas. Future development will provide for alternative sets of tasks accommodating a wide variety of teaching styles.

Current enrollment in the project includes six elementary and nine secondary teacher-education students. The elementary group completes a three-quarter program, and the secondary group completes two quarters. All students report to Northshore classrooms early in September on a full-day schedule.

With the opening of the autumn quarter,the elementary participants begin a series of campus seminars focussing on the teaching of reading, mathematics, and educational psychology. Each curriculum seminar meets on a two-hour, once-weekly schedule. The educational psychology offering is conducted on an independent study basis with occasional meetings. Concurrent with the seminars the students continue classroom participation on a half-day basis. Performance tasks are introduced during the seminars followed by student teaching of the tasks in Northshore classrooms. The teaching of art is scheduled on a similar basis over the autumn and winter quarters. The winter quarter seminars include the teaching of science, social studies, and language arts with half-day student teaching in these fields. The students are awarded temporary teaching certificates beginning with the opening of the spring quarter, and they spend full-days in their assigned classrooms. Supervision is done by a University staff member, the Northshore supervising teachers, and the seminar instructor. This period provides a full-time internship for the students and also allows the Northshore supervising teachers the opportunity to schedule professional activities outside of their classrooms.

The secondary group is scheduled for two campus seminars during the fall quarter concurrent with the half-day student teaching. The educational psychology offering is largely an independent study arrangement. The seminar on Teaching in the Secondary School meets once a week. Selected performance tasks are introduced in these meetings followed by student teaching. Supervision is provided by a University-School District representative, the supervising teachers, and the seminar instructors. Students spend the winter quarter as certificated interns on a full-day basis in their assigned classrooms.

Admission to the project is based on the student's completion of the general education and academic major requirements previous to entry into the program in September, a satisfactory academic record,and a personal interview conducted by campus and field representatives. A provisional teaching certificate is awarded on satisfactory completion of the project.

RENTON PROFESSIONAL WORK-STUDY PROGRAM

The program was initiated in September, 1968, through the cooperation of the Renton School District and the University. It was designed originally to test the feasibility of a teacher education program based on a continuous, two-year field experience comprising a half-time internship for juniors and seniors. During the present academic year, an intensive effort is being made to develop a progression of teaching tasks for the internship that correlates with the students' campus courses. When completed, this effort will produce a system wherein theory and practice are integrated in a performance-based teacher education program.

The Renton School District provides each intern with a $1,500 stipend per year for services rendered as a classroom instructional assistant. There are forty-three interns currently participating in the program: twenty-two first year and twenty-one second year interns. These students are assigned to twenty Renton schools on the elementary and secondary levels. The elementary interns participate in the campus seminars that are offered for the Northshore Project students. The field experience begins in September on a full-day basis and with the opening of the fall quarter continues throughout the academic year on a half-day schedule. Secondary level interns also enroll in the Northshore Project seminars and follow the same field experience schedule as that required of the elementary level group The intern is awarded a temporary teaching certificate that is effective for the final two academic quarters of the program.

The University provides the salary for a full-time Clinical Coordinator--a Renton School District professional educator. The Clinical Coordinator serves as a mid-manager in the program, coordinating the field assignments with the preparatory sequence provided on campus. This person is a counselor for the interns and a referral source for problems encountered in the field assignments. The Clinical Coordinator also serves as a liaison between the University, the School District, and the Renton Education Association's Teacher Education and Professional Standards Committee.

Admission to the program is based on a satisfactory academic record, a commitment to serve as an intern for a two-year period, and a personal interview conducted by school district personnel. At the end of the program, the student receives a provisional teaching certificate.

SHORELINE PROJECT

This project is an individualized, performance-based intern program developed and implemented by local school personnel in consultation with the University of Washington. It is designed specifically to recruit and prepare teachers for Einstein School, the new middle school in the Shoreline District.

Performance tasks for middle-school teachers are identified cooperatively by Einstein faculty, District curriculum coordinators,and University consultants. These tasks, encompassing the entire professional sequence, are organized systematically into a preparation program and become the content for seminars to provide the provisional education background for interns.

Concurrently, continuous field experiences enable interns to practice the teaching tasks, individualized for ability level and academic area, and to demonstrate competence in performing these tasks. Theory and practice become integrated into a comprehensive program of teacher preparation.

The project is administered by a committee of Shoreline and University representatives. A half-time field director with the assistance of a quarter-time field supervisor, coordinates the preparation experiences.

Currently, five interns are participating in the project. Selected by a screening committee, these interns demonstrate orientation to the special concerns of adolescents and also have completed baccalaureate degrees with academic majors suitable for secondary school teaching.

During the entire three-quarter program, teaching competence of the interns is continuously evaluated. Regular certification is granted at the conclusion of the preparation program.

TEACHER CORPS

The program operates on a federal grant within a framework provided by the National Teacher Corps, a division of the Office of Education of the Department of Health, Education, and Welfare.

The purposes of the Teacher Corps are to provide leadership in developing exploratory programs of teacher education specifically designed to prepare teachers for service in areas of cultural and economic deprivation; to provide classrooms and school assistance to teachers and administrators in such areas; and, to allow teachers to participate meaningfully in community activities.

The present approved program of studies leads to a teaching certificate and a master's degree in a seven-quarter continuous sequence. The interns are half-time graduate students and half-time paraprofessional employees of the school district.

Thirty-six interns are currently in the program. Three elementary schools and two junior high schools are used. Each school has a teacher corps team of six to eight interns and a team leader who works full-time with the interns.

The entire program is field centered and, insofar as possible, performance based. All classes are scheduled solely for the Teacher Corps interns.

Admission to the present program requires a baccalaureate degree, admission to the Graduate School, and demonstrated interest and concern for central area children. Final selection is done by a committee that reviews all available data on each applicant. Personal interviews are held whenever possible prior to selection.

The interns receive seventy-five dollars per week, fifteen dollars per dependent, and university tuition.

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION
Experimental Model for Teacher Education

This one-year program prepares beginning elementary teachers using a performance-based curriculum. It operates entirely within an elementary school setting. The staff of the University of Washington Center of the Tri-University Project in Elementary Education is responsible for the program's development and evaluation. The University of Washington, the University of Nebraska, and New York University are participating institutions in the federally funded Tri-University Project; the Experimental Model for Teacher Education is one preservice program reflecting the Project's work--improving teaching and learning in the elementary school.

Enrollment is currently limited to twenty students. All professional training in the theory and methods of teaching and supervised classroom experience is done in the schools. Formal instruction occurs in applied seminars; that is, observation and demonstration teaching immediately follow instruction in pedagogical theory. Performance tasks are stated in the areas of classroom management, social studies,reading, language arts, mathematics, science, educational psychology, and evaluation. These tasks are not necessarily identical for every student.The tasks and their sequence are established in terms of the student's background and needs. The student may participate in the process of determining the performance tasks in order to meet the minimum level of teacher competence.

Three academic quarters are spent on a full-time basis in the cooperating Seattle area schools. Currently, two schools are in the Seattle District and one is in the Shoreline District. These schools are selected to provide the prospective teacher with experience in different socio-economic neighborhoods. During the year the students' time in teaching gradually increases. Beginning with the autumn quarter, they serve primarily as teacher aides and assistants. During the winter quarter they are responsible for teaching a few strands of the school curriculum. By the spring quarter the students are approaching full-time teaching. The traditional supervisory classroom teachers assume a new role: as part of the program staff, they are concurrently receiving instruction to develop a range of competencies as trainers of teachers rather than participating in the process of evaluation and supervision. The Experienced Teacher Participants of the Tri-University Project, working on a one-to-one basis with the students, are responsible for supervision and evaluation.

Admission to the program requires that the student complete his general education requirements and his academic major by the time he moves into the school setting in the autumn quarter. Other requirements include a personal interview, a satisfactory academic record,and a commitment to elementary teaching as a career. At the end of the year's program, the student will have fulfilled the professional elementary education minor and practice teaching.

Inquiries about the programs described in this booklet should be addressed to the following persons:

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Experimental Model for Teacher Education

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